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rope than in his own country. Yet, as Cooper was a voluminous letter-writer and an accurate observer, there must be preserved in the family archives manuscripts which would prove of great value not only in helping us to form a juster appreciation of his character, but in throwing further light on the literary relations between Europe and our own country in his day. It is to be hoped, therefore, that the descendants of Cooper now living will soon consent to place all the letters and other literary remains of the novelist in the hands of some writer of acknowledged reputation, so that we may have an adequate biography authorized by the family and free from all possible error or prejudice. Surely the time has now come when the ban placed by the novelist himself on such a work should be removed.

THE NEW MARKET CAMPAIGN. By Edward Raymond Turner. Richmond: Whittet & Shepperson.

At first glance some layman may think that this volume of 161 pages, with a complete bibliography of all sources, printed and manuscript, an index, a roster of the cadet battalion, six portraits of the Union and Confederate commanders, twelve illustrations from photographs of the field of battle, and two maps, is rather disproportionate to the importance of its subject. But the remarkable part taken in the battle of New Market by the cadets of the Virginia Military Institute has given this engagement an interest beyond that of many bloodier and more important battles. It was not, indeed, the only instance during the Civil War of the employment of organized bodies of students in the Confederate armies. Both the Charleston Citadel and the University of Alabama sent their students under fire, yet far more than those obscure instances, the brilliant charge of the cadets of Stonewall Jackson's school has always attracted the attention of the country. The history of this charge Professor Turner has established, it is to be supposed, in its final form, and freed from the various accretions of mythical matter, which, as he aptly puts it, had made most hearers believe, either that the cadets had won the battle single-handed, or had done nobody knew what, or had done nothing of importance at all,

The book establishes beyond a doubt the justice of the fame won by the V. M. I. cadets. While they cannot claim the credit for the victory at New Market, they can assert without fear of contradiction, that it was their discipline and bravery that helped win the victory then and made it famous afterwards.

L. P. CHAMBERLAYNE.

THE VIRGINIA MILITARY INSTITUTE: ITS BUILDING AND REBUILDING.
By Major-General Francis H. Smith, LL.D., Superintendent, 1839-1889.
Lynchburg, Va.: J. P. Bell Co., Inc. 1912. pp. 227. Illustrated, portrait of General Smith; views of the landscape and plant.

This is a noteworthy book in the educational history of the Southern States, if for no other reasons than that the author was virtually the founder of the institution whose origin and development are recorded; that the author was the director of the fortunes of the institution for fifty years and built it up to great efficiency before the civil war; and that the author's preface is dated February 28, 1890, less than a month before his death, and less than four months after his retirement from the superintendency of the institution.

General Smith was a West Point man, graduating in 1833. He was for two years an Assistant Professor at the Military Academy, and then for two years Professor of Mathematics at Hampden-Sidney College. He assumed his post as Superintendent of the Virginia Military Institute in 1839, reporting for duty on the 11th of November. Perhaps it was fortunate that the President of the Board of Trustees was Colonel Claude Crozet, Chief Engineer of Virginia, an *élève* of the great Polytechnic School of Paris, and a soldier of the army of Napoleon. But it was General Smith's definite purpose and great perseverance that gave body and life to the Virginia Military Institute, a most serviceable school from its foundation.

This book contains a straightforward statement of the difficulties, processes, and achievements of the administration of the school before and after the civil war (the plant was burned by General Hunter in 1864); and is especially interesting for bringing out clearly the work done by the Virginia Military In-